DOCUMENT RESUME

ED 198 469 CG 015 058

AUTHOR Crawford, Patricia
TITLE Development of a Student Needs Assessment Inventory for Secondary School Guidance Departments.
INSTITUTION North York Board of Education, Willowdale (Ontario).
PUB DATE Jul 79
NOTE 28p.
AVAILABLE FROM Educational Research and Evaluation Services, North York Board of Education, 171 Avondale Avenue, Willowdale, Ontario, Canada M2N 2V4 ($1.00).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Career Exploration; College Preparation; *Evaluation Methods; Foreign Countries; *Individual Differences; *Needs Assessment; Participant Satisfaction; *School Guidance; Secondary Education; Secondary School Students; Student Development; *Student Needs; *Test Construction
IDENTIFIERS *Canada

ABSTRACT

Guidelines issued by the Ministry of Education suggested a needs assessment model for designing school guidance programs. Subsequently, an instrument was developed to enable school guidance personnel to conduct an assessment of student needs. A 119-item questionnaire reflecting 13 areas of need was administered to 313 secondary students. Students rated each item in terms of its importance and in terms of their degree of satisfaction with the service provided. Data analysis resulted in reduction of the questionnaire to 74 items in 8 areas and a rewriting of the item format and satisfaction rating. The revised questionnaire was administered to 707 students in 3 secondary schools. Data analysis from this administration resulted in a 46-item questionnaire focused on 11 major factors, including personal skills, career preparation, leadership, creativity, leisure, economic influences, college preparation, work experience, job interviews, family relationships, and working conditions. (The tables list items, item number, and factor loadings; the final inventory is included in the appendix.) (NRB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NORTH YORK BOARD OF EDUCATION

RESEARCH REPORT

ED198469

HARD COPY NOT AVAILABLE

DEVELOPMENT OF A STUDENT NEEDS ASSESSMENT INVENTORY FOR SECONDARY SCHOOL GUIDANCE DEPARTMENTS

Patricia Crawford

July, 1979

CG 015058

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Patricia Crawford

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENTS

The development of the inventory described in this report represents the co-operative efforts of several people:

Jim Huffman	-	Co-ordinator of Guidance & Counselling Services
Patricia King	-	Department of Educational Planning, Research & Development
Murray Rowan	-	Department of Educational Planning, Research & Development
Wil Tranter	-	Guidance Department, Emery
George McLaughlin	-	Head of Guidance, Emery

We would like to thank the students and guidance staff from Emery, A.Y. Jackson, Bathurst Heights and Victoria Park S.S. for their participation at various points in the development of the final inventory.

JAN 1 6 1981

Introduction

In 1977, the Ministry of Education issued new guidelines for the Senior Division in Guidance. As part of the guidelines, it was suggested that in designing programs that would be most relevant in meeting student's needs, school guidance staff could follow a needs assessment model which would involve the following steps:

- needs assessment
- development of goals and objectives
- identification and selection of guidance strategies
- program implementation
- program evaluation
- program modification and improvements

Accordingly, in the spring of 1978, the Co-ordinator of Guidance and Counselling requested the assistance of Planning, Research & Development staff in the development of an instrument which would enable the guidance staff in an individual school to carry out the first step in the model, i.e. the needs assessment.

This report describes the development and refinement of an instrument which reflects the 13 topics listed in the guidelines as providing the framework within which guidance programs are to be developed for students in the Senior Division.

Method

The development of the instrument was carried out in two phases:

Phase I - development and testing of the first form of the questionnaire in co-operation with the guidance staff in one secondary school. Revision of the instrument based on these results.

Phase II - administration of the revised questionnaire to a sample of students in three secondary schools through the co-operation of the guidance staff. A final revision of the instrument based on this data.

Phase I

The Instrument

The first form of the questionnaire was composed of 119 items. The items were written primarily by the guidance staff in one secondary school to reflect the areas of need which could be subsumed under each of the 13 topics

listed in the guidelines. After the first round of constructing items, it was felt that some topics were not represented by a sufficient number of items and guidance staff in other schools across the city were asked to write additional statements. The final set of items was created through several steps of editing and rewriting, including vetting them with a small group of students who provided assistance in clarifying the wording of some items and identifying other items which they found ambiguous or confusing.

The number of items representing each of the 13 topics was as follows:

Personnel Development and Leadership	19
Self-Awareness	15
On-the-job Experience	12
Education Awareness	9
Life-Style and Personal Satisfaction	9
Leisure	9
Work and Employability	8
Career Awareness	8
Communication Skills	7
Planning and Decision-making Skills	7
Economic Awareness	7
Valuing Process	6
Creativity	3

For each item, respondents were required to make two responses:

(i) a rating on a five-point scale, of the importance of each statement in response to the question - "How important is it for you to develop your knowledge or skills in this area?"

(ii) a rating on a five-point scale of the degree of satisfaction with service already provided, in response to the question - "Last year, how satisfied were you with the service which your school provided in this area?"*

It was anticipated that when the final form of the instrument was developed, student needs could be identified as relating to those topics for which students had rated items as being "very important" and yet had expressed little satisfaction with the service provided.

---

* As the instrument was being administered in the fall, it was felt there would not have been a sufficient passage of time to allow students to make a rating based on the service provided to that point in the current year.

The Sample

Guidance staff at the school were asked to select a sample of approximately 300 students, 100 from each of grades 11, 12 and 13, with fairly equal representation of males and females at each grade level. The number of students who completed the inventory is shown below:

	GRADE 11	12	13	
Males	36	60	43	
Females	58	63	53	
TOTAL	94	123	96	313

Data Collection

In November, 1978, the questionnaire was distributed to students during an English class, by members of the guidance staff and the researchers. The instructions were read to the students and any questions regarding the procedure clarified. Students then completed the questionnaire on their own, requiring 30-40 minutes. In a few classes, upon completion of the instrument, and in the time remaining in the period, the investigators engaged in dialogue with the students regarding their reactions to, and perceptions of the questionnaire.

Analysis

The questionnaire responses were transferred to computer answer sheets and the analyses carried out through the co-operation of the Department of Measurement, Evaluation and Computer Applications, London Board of Education.

The comments of students during the completion of the questionnaire and in the discussions following, indicated that they had considerable difficulty rating the 119 statements in terms of degree of satisfaction with service provided; and in fact the preliminary analysis showed that for the most part, students simply marked the middle rating or left the rating blank. It was decided that this rating dimension should be revised and consequently no further data analysis was carried out on these scores.

The refinement of the instrument for the next phase was based solely on the scores from the importance ratings.

The data for the importance ratings were subjected to a factor analysis. Very simply, factor analysis is a statistical tool which allows the researcher to analyze scores on a large number of variables (in our case, 119) in order to determine whether there are a few identifiable underlying dimensions which can be used to describe many of the variables. Although our items were developed to represent the 13 topics specified in the guidelines, there appeared to be some overlap among the topics, and it seemed likely that in fact there might be fewer than 13 distinct "factors" or dimensions identified as a result of the analysis.

For the 302 students who had made ratings on all 119 items, the correlation matrix, based on intercorrelations of all the items with 1.00 inserted on the diagonal, was subjected to a principal axis factor analysis followed by varimax rotation.* The program extracted 25 factors with eigenvalues greater than 1.00. These 25 factors accounted for 69.8% of the total variance.

One output of the factor analysis program is a factor matrix which shows the correlation or factor loading of each variable with the factor. Each factor was then examined to determine which items had the highest loading or correlation with it. According to common practice, a factor must have a minimum of three items with loadings of at least .32 or higher to be considered meaningful. Eight factors met this criterion and as a result 35 items which did not have their highest loading on any of these eight factors were discarded . As several factors had a large number of items which correlated highly with them, a more stringent criterion was applied to the items on these factors, and items with factor loadings less than .40 were also eliminated. Another 10 items were thus discarded, leaving 74 of the original 119.

The results of Phase I confirmed our expectation that in fact there were fewer than 13 distinct dimensions underlying the items. The eight factors identified at this stage were as follows:

1. Development of Personal Skills - this was the largest factor, i.e. it accounted for the most variance and included items from five of the 13 topics, self-awareness, communication skills, life-style and personal satisfaction, the valuing process and personal development.

---

* It is not necessary for the reader unfamiliar with this statistical procedure to attend to the few technical details inserted in the report at this point.

2. Preparing for and gaining work experience - included items from three topics, work and employability, on-the-job experience and education awareness.

3. Development of Leadership Skills.

4. Developing a Career Plan and Preparing for Post-secondary Education.

5. The Impact of the Economy.

6. This factor was not clearly defined.

7. Leisure.

8. Creativity.

The questionnaire underwent three major revisions as a result of Phase I:

(i) the reduction of the number of items as just described;
(ii) rewriting the format of the items. In the original form of the questionnaire, all items began with the phrase "I would like to.....". As students had mentioned during class discussions that the questionnaire was very repetitive, the items were reworded to eliminate the phrase "I would like to" and focus on the knowledge or skill area directly. For example, the statement:

"I would like to learn skills which would help me find a job"

was rewritten as

"Learning skills which would help me find a job".

(iii) rewriting of the second rating dimension. In the revised questionnaire, the second rating scale, in addition to the rating of importance, was as follows:

"To what extent do you have knowledge or skills in this area now?"

Phase II

The Sample

Guidance staff at three secondary schools expressed interest in participating in Phase II. As in Phase I, each school was asked to select a sample of approximately 300 students, 100 at each of grades 11, 12 and 13. One school wished to include grade 10 students rather than grade 13 students and the remaining two schools did not have 100 students registered in grade 13. The number of students in each school for whom completed questionnaires were obtained is as follows:

	GRADE 10		11		12		13	
	M	F	M	F	M	F	M	F
School 1	43	41	35	66	32	35		
School 2			29	28	47	65	35	26
School 3			38	45	44	34	38	26
TOTAL	84		241		257		125	

Data Collection

The revised questionnaire was administered to students in each of the three schools in April, 1979 by members of the guidance staff and the investigators following a procedure similar to that outlined for Phase I. The one major difference was that in Phase II students recorded their ratings directly on a computer sheet. The questionnaire was completed in approximately 20 minutes.

Analysis

As in Phase I, a factor analysis was carried out on the data from the importance ratings. Five hundred and forty-five students (excluding the grade 10's) had complete data on all 74 items and were included in the analysis. The principal axis factor analysis extracted 15 factors with eigenvalues greater than 1.00. These 15 factors accounted for 58.9% of the total variance. As in Phase I, two criteria were used to identify factors to be retained, i.e. at least three items had to demonstrate factor loadings in excess of .32. Nine factors were identified using this procedure which included 65 items. Although the nine factors identified in this analysis were very similar to those identified in Phase I, they defined areas more precisely than in the first solution. For example, the nine factors identified were:

1. Development of Personal Skills - 23 items - essentially unchanged from the first solution.

2. Choosing and Preparing for a Job/Career - 10 items.

3. Leadership - 8 items - no change from the first solution.

4. Creativity - 4 items - no change.

5. Employer Expectations - 3 items.

6. Learning through Actual Work Experience - 5 items.

7. Planning for University Education - 3 items.

8. Use of Leisure Time - 5 items - no change.

9. Impact of the Economy - 4 items - no change.

As all of the items in a particular factor are highly correlated with the factor and therefore measuring the same thing, it is not necessary to retain large numbers of items per factor. As factors 1, 2 and 3 included a large number of items, it was therefore possible to eliminate some items. Eight items on factor 1 and five items on each of factors 2 & 3 were retained and the remaining items discarded. The questionnaire was thus reduced to a total of 42 items.

In addition to the nine factors just discussed, three factors were identified which included only two items each and so did not meet the criterion for factor identification. However, as each of these factors included areas not covered by the other nine, e.g.

- learning about family relationships,

a decision was made to retain the six items for the purposes of a third and final factor analysis. This factor analysis was therefore carried out on the data from 48 items in order to determine if an even more precise solution could be found.

Eleven factors were extracted in the third analysis which accounted for 59.4% of the common variance. With one exception, all eleven factors met the criterion for factor identification. Factor 9 included only two items, but as it was a very specific topic different from the others, these two items will be retained for the final inventory, (see Appendix A). The eleven factors included 46 items. The factors identified in this analysis basically confirmed the results from the second analysis. Tables 1 through 11 list the items, item number and factor loading for each of the factors.

TABLE 1

FACTOR 1: DEVELOPMENT OF PERSONAL SKILLS

Item Number	Item	Factor Loading
68.	Learning why I react to others the way I do	.73
82.	Understanding why I behave the way I do	.72
109.	Understanding why people may see me differently, than the way I see myself	.6[illegible]
50.	Understanding my feelings when my values are in conflict	.68
30.	Learning how to accept, express and deal with my feelings	.63
102.	Learning how to express freely what I think and feel	.62
47.	Learning to accept myself for who I really am	.61
130.	Learning how to resolve conflicts between what I feel is right and what others expect of me	.61

Variance Accounted For: 25% of 48 items.

TABLE 2

FACTOR 2: CHOOSING AND PREPARING FOR A CAREER/JOB

Item Number	Item	Factor Loading
110.	Knowing what steps to follow in developing a career plan	.70
108.	Knowing how to obtain and use resource information to clarify my goals and make decisions	.64
144.	Knowing what information to seek in developing a career plan	.63
124.	Knowing the resources in the community available to my career search	.58
105.	Learning how to make decisions about my future, i.e. match my interests and abilities with the demands of different careers	.57
	Variance Accounted For: 7.2% of 48 items.	

TABLE 3

FACTOR 3: DEVELOPING LEADERSHIP SKILLS

Item Number	Item	Factor Loading
67.	Improving skills necessary for effective leadership	.80
106.	Participating in leadership training courses	.74
61.	Learning about different leadership styles	.73
28.	Learning the qualities of a good leader	.68
126.	Learning how to share leadership responsibilities	.65
	Variance Accounted For: 5.2% of 48 items.	

TABLE 4

FACTOR 4: CREATIVITY

Item Number	Item	Factor Loading
141.	Learning how to be more creative	.78
127.	Taking part in activities which involve creative expression	.70
103.	Developing skills which would help me to be creative in my free time	.66
46.	Learning skills that would aid me in being creative	.62
	Variance Accounted For: 3.9% of 48 items .	

TABLE 5

FACTOR 5: USE OF LEISURE TIME

Item Number	Item	Factor Loading
49.	Learning how to manage my time so that I have more time to pursue leisure activities	.66
66.	Knowing how to make better use of my free time	.60
29.	Exploring my interests and abilities so that I can learn about the leisure activities that best suit me	.42
64.	Learning about some relaxation techniques	.36
	Variance Accounted For: 3.3% of 48 items.	

TABLE 6

FACTOR 6: IMPACT OF THE ECONOMY

Item Number	Item	Factor Loading
84.	Understanding the impact on the economy caused by the changing value of the Canadian dollar	.74
104.	Studying the economic factors affecting business, labour and government	.61
81.	Learning about the factors which affect success and failure of businesses	.41
87.	Understanding how the economy affects what careers will be available to me	.39
	Variance Accounted For: 3.0% of 48 items.	

TABLE 7

FACTOR 7: PLANNING FOR POST-SECONDARY EDUCATION

Item Number	Item	Factor Loading
8.	Learning how to read university and/or college calendars	.72
86.	Having accurate up-to-date information about College and University courses	.64
22.	Having exposure to different occupations in order to help me to plan my post-secondary education	.53
	Variance Accounted For: 2.6% of 48 items.	

TABLE 8

FACTOR 8: LEARNING THROUGH ACTUAL WORK EXPERIENCE

Item Number	Item	Factor Loading
48.	Gaining work experience	.68
101.	Becoming familiar with a variety of occupations and careers through on-the-job experience	.64
10.	Gaining some practical experience to aid my career planning	.60
69.	Learning skills which would help me find a job	.59
143.	Having work experiences that could serve as reference for future jobs	.59
	Variance Accounted For: 2.5% of 48 items .	

TABLE 9

FACTOR 9: PREPARING FOR JOB INTERVIEWS

Item Number	Item	Factor Loading
6.	Knowing how to prepare myself for an interview	.72
45.	Knowing what an employer is probably going to expect from an interview	.67
	Variance Accounted For: 2.3% of 48 items .	

TABLE 10

FACTOR 10: LEARNING ABOUT FAMILY RELATIONSHIPS

Item Number	Item	Factor Loading
4.	Examining changing roles of males and females and learning how to relate to these changes	.61
65.	Learning about various ways of contributing to family life	.60
24.	Understanding my parents better	.55
	Variance Accounted For: 2.2% of 48 items.	

TABLE 11

FACTOR 11: CONDITIONS UNDER WHICH PEOPLE WORK

Item Number	Item	Factor Loading
42.	Exploring the educational opportunities available within industries	.59
43.	Knowing the conditions under which people in certain occupations work	.57
21.	Knowing how employers evaluate the work performance of their employees	.36
	Variance Accounted For: 2.1% of 48 items.	

The staff is currently reviewing the programs and services offered to students in this school. The purpose of this survey is to obtain information from you which will help us to provide better services for students.

On the following pages, is a list of statements which describe a wide variety of areas in which students often want to increase their knowledge and awareness or develop their skills. Some statements will describe activities or services already offered by the school and some statements will describe areas not included in current school programs. You will not likely feel that each area is equally important for your personal growth and development. Some areas will be more important to you than others. We would like to know how important each area is for you and how much knowledge you have about the area now. Those areas which students think are important and about which they have limited knowledge will provide some guidelines for us as we plan future programs.

Example Item:

Please read each phrase carefully and then answer the following two questions:

	How important is it for you to have knowledge or skills in this area?					To what extent do you have knowledge or skills in this area now?					
	Not At All Important		Average Importance		Very Important		Not At All		To Some Extent		To A Great Extent
1. Knowing how to prepare myself for an interview.	1	2	3	4	5	11.	1	2	3	4	5

All answers should be recorded directly on the computer sheet. The numbers beside each statement indicate the row on the sheet in which you should bubble in your answer. For example, if you answered "Very Important" to the first question for the example given above, you would bubble in "5" in row 1 on the computer sheet. If your response to the second question was "Not At All" you would bubble in "1" in row 11. Do not put any answers on the questionnaire and be sure you bubble in the correct row on the computer sheet.

REMEMBER TO READ EACH PHRASE CAREFULLY. PLEASE TURN THE PAGE AND BEGIN

KNOWLEDGE OR SKILL AREA	How important is it for you to have knowledge or skills in this area? Not At All Important / Average Importance / Very Important	To what extent do you have knowledge or skills in this area now? Not At All / To Some Extent / To A Great Extent
1. Knowing how to prepare myself for an interview.	1 2 3 4 5	11. 1 2 3 4 5
2. Understanding why I behave the way I do.	1 2 3 4 5	12. 1 2 3 4 5
3. Knowing how to obtain and use resource information to clarify my goals and make decisions.	1 2 3 4 5	13. 1 2 3 4 5
4. Having exposure to different occupations in order to help me to plan my post-secondary education.	1 2 3 4 5	14. 1 2 3 4 5
5. Learning how to resolve conflicts between what I feel is right and what others expect of me.	1 2 3 4 5	15. 1 2 3 4 5
6. Knowing what steps to follow in developing a career plan.	1 2 3 4 5	16. 1 2 3 4 5
7. Learning the qualities of a good leader.	1 2 3 4 5	17. 1 2 3 4 5
8. Learning how to manage my time so that I have more time to pursue leisure activities.	1 2 3 4 5	18. 1 2 3 4 5
9. Learning how to be more creative.	1 2 3 4 5	19. 1 2 3 4 5
10. Learning about some relaxation techniques.	1 2 3 4 5	20. 1 2 3 4 5

KNOWLEDGE OR SKILL AREA	How important is it for you to have knowledge or skills in this area? (Not At All Important / Average Importance / Very Important)	To what extent do you have knowledge or skills in this area now? (Not At All / To Some Extent / To A Great Extent)
21. Having accurate up-to-date information about College and University courses.	1 2 3 4 5	31. 1 2 3 4 5
22. Understanding why people may see me differently, than the way I see myself.	1 2 3 4 5	32. 1 2 3 4 5
23. Knowing what information to seek in developing a career plan.	1 2 3 4 5	33. 1 2 3 4 5
24. Knowing the conditions under which people in certain occupations work.	1 2 3 4 5	34. 1 2 3 4 5
25. Learni ıg how to share leadership responsibilities.	1 2 3 4 5	35. 1 2 3 4 5
26. Understanding the impact on the economy caused by the changing value of the Canadian dollar.	1 2 3 4 5	36. 1 2 3 4 5
27. Exploring my interests and abilities so that I can learn about the leisure activities that best suit me.	1 2 3 4 5	37. 1 2 3 4 5
28. Learning how to make decisions about my future, i.e. match my interests and abilities with the demands of different careers.	1 2 3 4 5	38. 1 2 3 4 5
29. Learning how to express freely what I think and feel.	1 2 3 4 5	39. 1 2 3 4 5
30. Knowing how to make better use of my free time.	1 2 3 4 5	40. 1 2 3 4 5

KNOWLEDGE OR SKILL AREA	How important is it for you to have knowledge or skills in this area? (Not At All Important … Average Importance … Very Important)	To what extent do you have knowledge or skills in this area now? (Not At All … To Some Extent … To A Great Extent)
41. Improving skills necessary for effective leadership.	1 2 3 4 5	51. 1 2 3 4 5
42. Knowing the resources in the community available to my career search.	1 2 3 4 5	52. 1 2 3 4 5
43. Taking part in activities which involve creative expression.	1 2 3 4 5	53. 1 2 3 4 5
44. Becoming familiar with a variety of occupations and careers through on-the-job experience.	1 2 3 4 5	54. 1 2 3 4 5
45. Learning how to read university and/or college calendars	1 2 3 4 5	55. 1 2 3 4 5
46. Learning why I react to others the way I do.	1 2 3 4 5	56. 1 2 3 4 5
47. Studying the economic factors affecting business, labour and government.	1 2 3 4 5	57. 1 2 3 4 5
48. Gaining work experience.	1 2 3 4 5	58. 1 2 3 4 5
49. Understanding my feelings when my values are in conflict.	1 2 3 4 5	59. 1 2 3 4 5
50. Learning skills which would help me find a job.	1 2 3 4 5	60. 1 2 3 4 5

KNOWLEDGE OR SKILL AREA	How important is it for you to have knowledge or skills in this area? (1 Not At All Important … 5 Very Important)	To what extent do you have knowledge or skills in this area now? (1 Not At All … 3 To Some Extent … 5 To A Great Extent)
61. Exploring the educational opportunities available within industries.	1 2 3 4 5	71. 1 2 3 4 5
62. Learning how to accept, express and deal with my feelings	1 2 3 4 5	72. 1 2 3 4 5
63. Understanding how the economy affects what careers will be available to me.	1 2 3 4 5	73. 1 2 3 4 5
64. Learning skills that would aid me in being creative.	1 2 3 4 5	74. 1 2 3 4 5
65. Participating in leadership training courses.	1 2 3 4 5	75. 1 2 3 4 5
66. Knowing what an employer is probably going to expect from an interview.	1 2 3 4 5	76. 1 2 3 4 5
67. Knowing how employers evaluate the work performance of their employees.	1 2 3 4 5	77. 1 2 3 4 5
68. Learning about various ways of contributing to family life.	1 2 3 4 5	78. 1 2 3 4 5
69. Learning to accept myself for who I really am.	1 2 3 4 5	79. 1 2 3 4 5
70. Having work experiences that could serve as reference for future jobs.	1 2 3 4 5	80. 1 2 3 4 5

KNOWLEDGE OR SKILL AREA	How important is it for you to have knowledge or skills in this area? (Not At All Important / Average Importance / Very Important)	To what extent do you have knowledge or skills in this area now? (Not At All / To Some Extent / To A Great Extent)
81. Developing skills which would help me to be creative in my free time.	1 2 3 4 5	91. 1 2 3 4 5
82. Examining changing roles of males and females and learning how to relate to these changes.	1 2 3 4 5	92. 1 2 3 4 5
83. Learning about different leadership styles.	1 2 3 4 5	93. 1 2 3 4 5
84. Understanding my parents better.	1 2 3 4 5	94. 1 2 3 4 5
85. Gaining some practical experience to aid my career planning.	1 2 3 4 5	95. 1 2 3 4 5
86. Learning about the factors which affect success and failure of businesses.	1 2 3 4 5	96. 1 2 3 4 5
87. Knowing more about apprenticeship programs.	1 2 3 4 5	97. 1 2 3 4 5

THANK YOU FOR YOUR CO-OPERATION